DETERMINATION OF THE REAL NEED OR THE STUDY OF THE MOTIVATION OF STUDENTS WITH DISABILITIES TO LEARN A NEW LANGUAGE

Akhundjanova Mahira A'amovna

Teacher at Fergana State University.

Ahundjanovamokhira@gmail.com

Abstract

Motivation plays an important role in learning any foreign language, because it is from directing the language learner to the goal, strengthening cognitive processes in the student's brain, processing learned materials, performs several polar functions, such as increasing persistence in educational processes and individual actions. In addition, having sufficient internal and external motivation determines the learning character of language learners and brings positive results to the learning process. In the following article, who are language learners with disabilities, why should they learn English, and what motivates them? Such questions are answered. To answer the research questions, the results of the questionnaire conducted by Professor Ruth Wong of the University of Hong Kong among 2800 students with disabilities were used. The results of the study showed that the most important factors that increase the motivation of students with disabilities to learn a language are: external values, efforts to self-realization, and parents and teachers. external motivation given by

Key words: motivation, disability, age hypothesis, education.

Introduction

Motivation plays an integral role in education because it directs student behavior toward goals; enhances cognitive processing, which leads to action and persistence in learning activities; and determines what learning behavior to use and provides learning outcomes. What does learning mean for disadvantaged students? Why should they be educated? What motivates them to learn? This article aims to study the motivation of this group of teenagers to learn English and shed light on classroom practices.

Literature review

As Eccles, Wigfield, and Schiefle (1998) concluded, motivation research has moved from a biologically based mechanistic perspective to a behavioral-mechanistic perspective and then to a cognitive-mediational/constructivist perspective. In the 20th century, the importance of affect and less conscious processes became a central theme. Researchers have become interested in contextual influences on motivation. Several important theories of motivation have been proposed (e.g. Ames, 1992; Atkinson and Feather, 1966; Bandura, 1997; Covington, 1992; Eccles and

Wigfield, 1995; Gardner and Lambert, 1972; Rotter, 1981; Weiner, 1989). However, there is no comprehensive framework for a comprehensive examination of learning motivation. Wong (2007, 2014) developed a comprehensive framework for motivation, but it was limited to motivation for learning English as a foreign language. Therefore, it provides a basis for studying students' general learning motivation in multi-contextual environments.

According to Cook and Artino (2016), there are four main theories of learning motivation. They are: competence, value, attributes, social and cognitive process. As you know, this category of motivation theories is broad and it covers most learning motivation theories. However, Cook and Artino (2016) did not clearly identify specific theories for each category. Since there is no research examining whether these four categories are different from each other, these topics are considered to be topics that need to be studied. To fill this gap, an attempt was made to explore these four categories and the associated motivation theories within each category to create a comprehensive educational motivation framework for this study.

Discussion and results

Although Bandura (2002) presents several hypotheses about the above topic , however, these hypotheses can be confusing because it can fit into the above three categories. Social cognitive processes include (a) understanding others, (b) self-awareness, (c) self-control, and (d) self-processes that occur at the interface of self and others. includes z (Leiberman, 2007). For example, self-efficacy can be influenced by factors including personal, behavioral, and environmental factors (Bandura, 1997). In order to clearly identify the main elements that influence educational motivation, this study proposed to clearly define the main elements of the social and cognitive process of what social factors influence the process of cognitive motivation. According to research, the most direct and important social influences on educational motivation include: peers (Berndt, 1990; Plecha, 2002; Wentzel, 1998), teachers (Davis , 2003; Roorda, Koomen, Spilt, & Oort, 2011), and parents (Eccles & Harold, 1993; Henderson et al., 1994; Gutman & Midgley, 2000; Shumow & Miller, 2001; Wong, 2012). Related theories include social-cognitive theory (Bandura, 1997).

The Motivation of Privileged Students to Learn English In the article, the term "disabled" refers to students with low socio-economic status. Recent studies have reaffirmed the relationship between poverty and education, such as Faustina (2017); Haryanto, Makmur, Ismiyati, & AISYAH (2018); Nattheeraphong (2020) and Vonkova, Jones, Moore, Altinkalp, & Selcuk, H. (2021), and the latter include a study by Morgan, Farkas, Hillemeier, & Maczuga (2009) who found that low-income students have shown that they can develop academic skills better than children of average or high socioeconomic status.

Conclusion

In order to facilitate and strengthen the motivation of the disabled to learn English, this study found that the influence of teachers and parents is the most important. Setting an extrinsic goal for learning is more effective than increasing the enjoyment of learning for this group of students. Finally , feelings of competence and achievement support the motivation of people with disabilities to learn English. In conclusion, if students with disabilities are provided with sufficient attention and opportunities, they can achieve even more success than ordinary students.

References

1. Jalolov, J. J., Makhkamova, G. T., & Ashurov, S. S. (2015). English language teaching methodology. *Tashkent: Fan va texnologiya*.
2. Khoshimova, N. A. (2021). ASSOCIATIVE FIELDS OF THE COLLECTIVE AND INDIVIDUAL CONSCIOUS. *Theoretical & Applied Science*, (5), 436-439.
3. Makhmudovna, K. G. (2022). Creative Strategies to Improve Vocabulary Teaching. *American Journal of Social and Humanitarian Research*, *3*(10), 259-261.
4. Карабаев, М., Абдуманонов, А. А., & Ахмедова, М. И. (2012). Компьютерная программа для формирования иноязычной профессиональной коммуникативной компетенции студентов медиков. *Свидетельство Патентной ведомстве Республики Узбекистан N: DGU*, *2453*.
5. Sotvoldievich, T. A. (2022). Linguistic and Didactic Factors of Improving the Writing Competence of Future English Language Teachers. INTERNATIONAL JOURNAL OF LANGUAGE LEARNING AND APPLIED LINGUISTICS, 1(3), 1-9.
6. Isaqjon, T. (2022). Strategies and techniques for improving EFL learners' reading skills. *Involta Scientific Journal*, *1*(11), 94-99.
7. Muhammadiyeva, H., Mahkamova, D., Valiyeva, S., & Tojiboyev, I. (2020). The role of critical thinking in developing speaking skills. *International Journal on Integrated Education*, *3*(1), 62-64.
8. Ahundjanova, M. A. (2020). METHODS AND METHODS OF TEACHING RUSSIAN AND ENGLISH LANGUAGE AND LITERATURE. *Экономика и социум*, (11), 46-49
9. Mirzayev, A., & Oripova, S. (2022). COMMUNICATIVE METHOD–A NEW APPROACH IN THE PRACTICE OF TEACHING FOREIGN LANGUAGE. *Science and innovation*, *1*(B6), 778-783.
10. Mirzaev, A. B. U. (2022). IMPROVING EFL/ESL CLASSROOMS THROUGH USING ONLINE PLATFORMS: NEARPOD–AS AN EXAMPLE OF TOP-RATED ONLINE EDUCATIONAL PLATFORMS. Central Asian Academic Journal of Scientific Research, 2(4), 264-270.
11. Ahundjanova, M. (2022). THE NEEDS FOR IMPROVING LEARNERS'AUTONOMY IN FOREIGN LANGUAGE CLASSES–AS A KEY FACTOR TO BOOST LANGUAGE LEARNERS. *Science and innovation*, *1*(B6), 390-392

12. Kasimova, G. (2022). IMPORTANCE OF ICE BREAKING ACTIVITIES IN TEACHING ENGLISH. *Science and innovation*, *1*(B7), 117-120

13. Jalolov, J. (1996). Chet til o'qitish metodikasi. *Toshkent-2012*, 99-100.

14. Jalolov, J. (2012). Methods of teaching foreign languages. *T.,: Teacher*.

15. Khoshimova, N. A. (2021). ASSOCIATIVE FIELDS OF THE COLLECTIVE AND INDIVIDUAL CONSCIOUS. *Theoretical & Applied Science*, (5), 436-439.